

# Roseville Public School

## 2019 Annual Report



2994

## Introduction

The Annual Report for 2019 is provided to the community of Roseville Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School background

### School vision statement

At Roseville Public School our goal is to constantly improve learning outcomes by developing every student and staff member to their maximum potential. Individual interests, talents and needs are identified and targeted as are required areas of development.

Every student is known, engaged and challenged to learn across a broad curriculum provided through evidence based teaching and learning programs and strategies, as well as an extensive range of additional enrichment opportunities. Students are prepared to think creatively and critically and to confidently adapt to changing technology in a dynamic world.

A strong sense of social and environmental responsibility as well as regular, effective communication will continue to develop and strengthen partnerships between home, school and the wider community.

Appropriate values and manners underpin everything we do here at Roseville Public School.

### School context

Roseville Public School is located on Sydney's North Shore and has a current enrolment of 665 students, including 24% from a Non-English Speaking Background. The school enjoys and benefits from an extremely strong sense of community which is actively promoted and valued. It provides a comprehensive education which caters for the specific needs of individual students and endeavours to develop responsible, socially aware, critical thinking and respectful students. The school has a strong reputation as a highly performing school and focuses upon delivering quality teaching across a broad curriculum. The school is a member of the Killara Schools Partnership and the City Country Alliance. We are the proud sister school of Bourke Public School and are proud sponsors of the Pararoos Youth Development Program.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Outstanding Teaching and Learning

#### Purpose

To develop innovative, creative and resourceful students and staff who can think deeply and logically when solving problems and presenting ideas.

To develop creative and critical thinkers who are confident to embrace challenge whilst being taught curriculum areas via a range of evidence based strategies and approaches.

To achieve excellent rates of personal growth across curriculum areas whilst continually fostering effective and ethical use of current and emerging technologies.

#### Improvement Measures

70% of students achieving at or above national growth rates in Year 5 for all areas of Literacy.

Increase of 5% of students achieving in the top two stanines of additional external assessment – PAT Progressive Achievement Tests in Written Spelling, Punctuation and Grammar.

100% of programs reflect embedded formative assessment practices which focus upon assessment for learning and of learning, resulting in less formalised (summative) assessment tasks.

#### Progress towards achieving improvement measures

##### Process 1: Creative and Critical Thinking

Develop a shared understanding of creative and critical thinking. Investigate assessments that track student growth in this area.

Evaluation	Funds Expended (Resources)
The majority of the work relating to this aspect of the RPS School Plan was conducted in 2018. As a school we are now implementing the programs we have developed in this area. In addition, we are continuing to investigate conceptual style program and approaches, especially with regards to students who identify as Gifted and Talented.	

##### Process 2: Formative Assessment

Through consistent professional learning, build a framework for formative assessment at Roseville Public School. Align to Department of Education approaches including the use of Literacy and Numeracy Progressions. Use formative assessment daily and differentiate lessons according to the needs of students.

Evaluation	Funds Expended (Resources)
Throughout 2019 Roseville Public School staff have been on an interesting journey regarding the incorporation of formative assessment strategies into teaching and learning programs. The specific course we are completing has at least another year to run but has already provided an excellent basis. In 2020, a particular focus area will be on the successful and collective incorporation of Learning Intentions and Success Criteria.	Purchase of Teacher Professional Learning program "Embedding Formative Assessment – \$500  Release for preparation. – \$2000  TPL in the area of the Literacy and Numeracy progressions.– \$2000

##### Process 3: Whole School Literacy Programs

Facilitate quality Teacher Professional Learning programs which focus upon the delivery of direct and explicit Literacy instruction, in particular in the areas of Writing as well as Grammar and Punctuation.

**Progress towards achieving improvement measures**

Evaluation	Funds Expended (Resources)
<p>Following three intensive years of TPL and associated planning. Our Writing units continue to improve even further. Moving forward the team needs to complete the final checks/re-writes. Other areas include: Focussing upon Poetry during the Library lessons, focussing upon formative assessment in regards to our writing programs, training new staff using internal expertise as well as Training 24/7, gaining a shared understanding of Reading instruction across K–6 and storing all material in a central location.</p>	<p>Casual release for Stage 2 and 3 supervisors to modify program. \$1000.00 each.</p> <p>The staff Teacher Professional Learning program will be facilitated on a Saturday in lieu of a SDD at the end of the year. Facilitator fees.– \$2000</p> <p>Casual release so that demonstration lessons can be conducted. – \$2000</p>

**Process 4: Visible Learning**

Systematically incorporate, evidence based, aspects of Visible Learning into RPS teaching practice. With particular focus upon the use of Learning Intention/Success Criteria as well effective forms of feedback.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019, RPS have continued to embed various aspects of Visible Learning. However, our big focus in this area will be in 2020 when we collectively address the use of Learning Intentions and Success Criteria. The Assessment Project Team will be delivering professional learning in this area and will be defining our collective approach.</p>	

## Strategic Direction 2

### Targeted Support Systems

#### Purpose

To ensure that every student, staff member and family is adequately supported based on identified areas of need. This targeted support will ensure that learning outcomes are identified and maximised. This support may address curriculum and enrichment areas, catering for students with learning disabilities or difficulties, students who identify as gifted and talented, welfare based requirements and collective teacher efficacy.

#### Improvement Measures

90% of students who are placed in the bottom two NAPLAN bands in Years 3 and 5 achieve expected growth levels in all areas.

80% of students who achieve in the top 2 NAPLAN bands achieve expected levels of growth.

Consistent performance of students in top stanines of PAT (Progressive Achievement Tests) assessments.

Staff identify improvement in the area of working collaboratively in the Schools Excellence Framework self assessment.

#### Progress towards achieving improvement measures

##### Process 1: Collaborative Practice Model

Define and implement a model for collaborative planning and programming, feedback and practice at RPS. The model will facilitate regular Classroom Teacher and Executive walk-throughs and observations of teachers delivering direct instruction programs resulting in increased confidence and levels of collective knowledge. It will also involve defining our approach to inquiry based learning.

Evaluation	Funds Expended (Resources)
<p>2019 was a significant year for RPS with regards to building and implementing a collaborative practice model. As a staff we have embedded termly team planning days which have proven to be extremely effective in building collective knowledge and program delivery strategies. In addition our staff have begun to collaboratively plan and collaborate via the use of G-Suite which has been beneficial for all but particularly part time staff or staff who are job sharing.</p> <p>Over 2019 we have continued to develop our Executive Learning Walks as part of our overall approach to Instructional Leadership. Following discussions with other schools and time spent researching various methods it was decided that 2019 would be the year to develop trust and gradually embed the practice. The process will become more formal and systematic in 2020 with an observation checklist to be implemented.</p> <p>Throughout 2019 our Technology Project Team has continued to facilitate an RPS STEAM day each semester. They have been very successful and well received with an improvement of students developing 21st Century learning skills clearly evident. In 2020 it is expected that our current Science program will be adapted to involve more STEAM activities.</p>	<p>Implementation of RPS Steam Days – \$2000</p> <p>Collaborative Team Planning Days – \$60 000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$60000.00)</li></ul>

##### Process 2: Personalised Learning and Support

Complete PLSPs for all students identified via the NCCD. Ensure these plans incorporate parent/carer input.

Complete Individual Education Plans for all students identified as extremely high achieving Gifted and Talented students. Involve families in their education and formulate a support network for Cluster Group teachers.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Our systematic approach to catering for students who identify as Gifted and Talented continues to evolve and improve. In recent years we have adopted improved identification and monitoring strategies, improved educational delivery strategies in the form of cluster groups, increased parental awareness, upskilled teacher knowledge via increased professional learning and have provided increased enrichment opportunities. In 2020, the Gifted and Talented Education component of our Learning and Support Team will consider the implementation of Individual Learning Plans for students who identify as extremely high achieving gifted and talented students. In addition, plans are being developed to conduct a series of focus groups with teachers from other schools, in particular teachers from local schools who teach Opportunity Classes (OC).</p>	<p>Gifted Education Research, Resource and Information Centre – advanced professional learning course.</p> <p>\$3,000.00</p>

### Process 3: Bounce Back Wellbeing and Resilience Program

Following Teacher Professional Learning, build upon previous work completed around the implementation of the Bounce Back program by utilising staff and student wellbeing aspects as well as new and improved program delivery strategies.

Evaluation	Funds Expended (Resources)
<p>The work regarding this aspect of our School Plan was conducted in 2018. Staff engaged in targeted professional learning relating to the Bounce Back Resilience program. In addition, supporting resources were created and are now being used throughout the school.</p>	



## Strategic Direction 3

### Community Connectedness

#### Purpose

To support, improve and maximise student learning outcomes through establishing close home–school partnerships.

To build a dynamic and responsive community through partnerships within and beyond the school.

To build and continue to strengthen local and wider partnerships which promote dynamic learning environments which empower staff and parent expertise to nurture the academic, emotional and social development of our students.

#### Improvement Measures

Improved percentage of students displaying high levels of inter–cultural awareness via the City Country Alliance survey.

Student results as per the Tell Them From Me survey regarding perceptions of the school in regards to anti–bullying and how respectful our school environment is.

A reduction of incidents regarding behaviour interventions as per supervisors and deputy principals records.

Whole community survey responses in regards to effectiveness of global citizenship and welfare based programs and strategies.

#### Progress towards achieving improvement measures

##### Process 1: Global Citizenship

RPS will continue to build upon and strengthen links with Bourke PS and will also initiate relationships with both international schools and schools from other parts of Sydney which have significant cultural differences.

Evaluation	Funds Expended (Resources)
In 2020, it is planned that RPS will have three major external relationships: Bourke Public School, Pararoods and Blaxcell Street Public School. These groups have been carefully considered to provide our students with a range of differing experiences and ways of life. In doing so it will gradually increase our students levels of global awareness.	

##### Process 2: Communication and Integration

RPS will continue to strive to embed a range of current communication avenues with community which are applicable to all aspects of our changing demographic as well as focus upon enhancing and deepening direct communication between teachers and parents.. Current methods will be reviewed and modified where necessary.

Evaluation	Funds Expended (Resources)
In 2020, RPS will continue to embed the communication platform that are in place. No further platforms are expected to be introduced.  School surveys will also be modified and are likely to be conducted via Google Forms as it aligns with the NSW Department of Education portal.	

##### Process 3: Respect

As an extension of current programs, a dedicated respect based program will be implemented across K–6. Continued focus upon anti–bullying strategies will be occurring.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
Much of the work regarding this area was focussed upon last year. As a result, RPS has continued to embed the wide range of strategies and approached that we use to instil the values of respect and good manners.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$121 738	Our English as an Additional Language or Dialect (EALD) has continued to expand throughout 2019. We now employ the equivalent of two full time staff in this area and this allocation increases further due to the amount of students who enter the new arrival program each year. As a result, we have had to engage new teachers, create a range of new learning spaces and implement new programs. There has also been a gradual approach to increasing parent engagement with the program and the school and we have incorporated new communication platforms to assist us in communicating efficiently with our English as an Additional Language or Dialect community.
<b>Low level adjustment for disability</b>	\$85 897	Funding was used to support students who were identified as requiring additional adjustment for low level disability or learning difficulties. Support was allocated via the RPS Learning & Support Team following investigation and assessment. Primarily, support was offered via School Learning and Support Officers (SLSOs). This was either conducted in individual or small group sessions. RPS now has four experienced SLSOs and this team has regularly engaged in targeted professional learning.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$113 866	<p>This funding source was used in two main ways throughout 2019. All grade teaching teams engage in a collaborative planning day each term. Time is spent developing and refining teaching and learning programs that are aligned to the current school plan focusses. As a result, levels of collective efficacy have risen and our delivery of key programs is far more consistent across the school.</p> <p>A smaller proportion of the funding has also been used to provide additional release from face to face time for our Assistant Principals. This time is used specifically for Instructional Leadership. Supervisors either informally observe lessons and strategies or deliver demonstration lessons.</p>
<b>Socio-economic background</b>	\$3 225	This funding was used to support families who are experiencing financial hardship. It is used to fund excursions, overnight camps and external program providers.
<b>Support for beginning teachers</b>	\$0	RPS did not attract funding for beginning teachers in 2019.

# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	337	313	323	320
Girls	292	311	323	318

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.7	97.6	96.9	95.8
1	96.1	96.4	96.9	95.6
2	96.7	97.4	96	95.3
3	96	97.2	96.9	94.9
4	97	95.9	96.6	95.4
5	97.3	96.1	96.5	96.3
6	96.3	96.5	95	94.8
All Years	96.6	96.8	96.5	95.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.34
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	4.06

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	200,421
<b>Revenue</b>	5,938,027
Appropriation	5,217,263
Sale of Goods and Services	554
Grants and contributions	717,331
Investment income	2,379
Other revenue	500
<b>Expenses</b>	-5,914,769
Employee related	-4,846,203
Operating expenses	-1,068,565
<b>Surplus / deficit for the year</b>	23,258

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	30,945
<b>Equity Total</b>	215,965
Equity - Aboriginal	0
Equity - Socio-economic	3,225
Equity - Language	121,738
Equity - Disability	91,001
<b>Base Total</b>	4,413,918
Base - Per Capita	151,576
Base - Location	0
Base - Other	4,262,342
<b>Other Total</b>	410,564
<b>Grand Total</b>	5,071,393

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.



## Parent/caregiver, student, teacher satisfaction

In 2019, the annual whole school community survey focussed on the RPS School Uniform. In total there were 283 responses which was our highest response rate ever.

Some of the more notable results included: Boys should continue to wear school ties; a school leadership blazer should be introduced for special occasions; there should continue to be a separate sport and formal uniform; the girls uniform should include sports shorts instead of skorts; school shirts should contain a school logo and the schools sport socks should be changed from yellow to white.

These suggestions will guide future planning for years to come.

## Policy requirements

### Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.